

# Whickham School 2021-22

## Key Stage Three Curriculum Statement

Students at Whickham School follow a three-year Key Stage Three curriculum during Years 7, 8 and 9. This allows us to provide a broad and balanced experience for students on transfer from Primary school helping to support and prepare them for their Key Stage Four options process. Students follow the National Curriculum.

We operate on a curriculum model of 49 x 1 hour periods per fortnight. For the majority of the time in Years 7-9 students are taught in their tutor groups but are placed in sets for Maths and from Year 9, English. Students are taught in smaller groups for Technology. PE is taught in different groups to allow additional flexibility.

### Years 7 & 8

Subject	Hours
English	7
Mathematics	8
Science	6
Geography	3
History	3
RE	2
Drama	1

Subject	Hours
Modern Foreign Languages	5
Computing	2
Art	3
Technology	3
Music	2
PE	4
<b>Total:</b>	<b>49</b>

### Year 9

Subject	Hours
English	8
Mathematics	8
Science	6
Geography	3
History	3
RE	2
Drama	1

Subject	Hours
Modern Foreign Languages	5
Computing	1
Art	3
Technology	3
Music	1
PE	4
Financial Literacy	1
<b>Total:</b>	<b>49</b>

In addition to these lessons students spend 20 minutes a day in tutorial time with their pastoral tutor. This covers collective worship & assemblies, numeracy, literacy and citizenship activities.

During the year a number of “drop down” afternoons occur where students spend time developing their understanding of PSHE.

A summary of the curriculum in each subject follows. For more information please contact the relevant leader listed in each section.

## English (Miss Thirlwell)

Our overarching aim for English teaching at KS3 is to promote high standards of literacy by equipping students with a strong command of the written and spoken word, and to develop an appreciation of literature and love of reading.

We follow a dynamic and engaging, five-year curriculum that supports all pupils to make good progress. Each year pupils build upon the learning of previous years, developing their understanding of reading, writing and oracy skills. Our KS3 curriculum effectively embeds and builds upon the necessary skills required for GCSE.

	Thematic Units:	Reading:
Year 7	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> Me, Myself and I: Autobiography</li> <li>● <b>Unit 2:</b> Prose text: Coraline by Neil Gaiman Studying the fantasy genre, with an introduction to language analysis.</li> <li>● <b>Unit 3:</b> Travel writing - exploring descriptive writing</li> <li>● <b>Unit 4:</b> Classic Literature: Literary Legends to include prose and poetry from writers such as Shakespeare, Wordsworth and Dickens</li> <li>● <b>Unit 5:</b> Poetry from other cultures</li> </ul> <p><i>During Year 7, pupils also spend one hour per fortnight studying a Grammar for Writing unit titled <b>Adventure Fiction</b> which is designed to interleave key grammatical and written skills and knowledge, encourage experimentation with creative writing and expose them to excellent examples of short stories. One hour per fortnight is dedicated to Accelerated Reading in the library and this is encouraged at home too. In addition, pupils study a Non-fiction unit in the final half-term of the year titled '<b>Disaster: Titanic and Trimdon</b>' which, like many of our literary units, seeks to develop key reading and writing skills through empathy and cultural/historic understanding. These discrete units run alongside the main curriculum and inform key text study.</i></p>	<p>Accelerated Reader programme</p> <p>one fortnightly library lesson and online reading assessment (once per term)</p>
Year 8	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> Prose text: The Book Thief by Markus Zusak - Reading and writing focus</li> <li>● <b>Unit 2:</b> Poetry: War and Conflict</li> <li>● <b>Unit 3:</b> Criminal Minds: study of literature from the crime genre, with a focus on recreating writers' style.</li> <li>● <b>Unit 4:</b> Modern Drama: Frankenstein by Philip Pullman</li> </ul> <p><i>To mirror the approach in Year 7, pupils will also spend one hour per week studying a Grammar for Writing unit titled <b>Persuasive Writing</b> which explores multimodal writing forms and culminates in pupils writing their own persuasive speech. Accelerated Reading continues in Year 8 with one lesson per fortnight dedicated to library reading.</i></p>	<p>Accelerated Reader programme</p> <p>one fortnightly library lesson and online reading assessment (once per term)</p>
Year 9 Language	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> Literary Fiction: studying the opening of your teachers' favourite novels</li> <li>● <b>Unit 2:</b> Gothic tradition: study of key poets and writers and production of their own Gothic short story</li> <li>● <b>Unit 3:</b> Media and Newspapers: Exploring Non-Fiction</li> <li>● <b>Unit 4:</b> Speak Out Challenge: How I would make the world a better place</li> <li>● <b>Unit 5:</b> Dystopian Fiction</li> <li>● <b>Unit 6:</b> Introduction to writing at GCSE</li> </ul>	
Year 9 Literature	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> American Literature: To Kill a Mockingbird or Of Mice and Men</li> <li>● <b>Unit 2:</b> Shakespeare: Romeo and Juliet</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• <b>Unit 3:</b> Exploring poetry: developing my analysis.</li></ul> |  |
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## Mathematics (Miss S Allon)

Year 7	The Mathematics faculty will provide students with exciting and challenging lessons. We follow a dynamic and engaging, <a href="#">five-year curriculum</a> that supports pupils to make good progress. Each year pupils build upon the learning of previous years, developing their depth of understanding to master each topic through fluency, problem solving and reasoning.  Our team share and model their passion with links to the real world that engage and motivate pupils, encouraging them to build their resilience and independence as well as their love of maths.  Building confidence and reasoning skills in Mathematics will be at the forefront of lessons and students will be consistently challenged to achieve their full potential. All KS3 students have 8 lessons of Mathematics over a fortnight.  Areas students will cover: <ul style="list-style-type: none"><li>● Problem solving and reasoning</li><li>● Number</li><li>● Shape, space and measures</li><li>● Calculations</li><li>● Algebra</li><li>● Handling data</li></ul> Assessment: <ul style="list-style-type: none"><li>● One formal assessment (adapted GCSE style papers) and one informal assessment per term</li></ul> Support: <ul style="list-style-type: none"><li>● Teachers are always around for extra support</li><li>● Homework Support (every lunchtime in B12)</li><li>● Revision Books available from the finance office</li><li>● Hegarty Maths</li><li>● Knowledge Organisers for each block of learning are available on the school website to support with home learning</li></ul>
Year 8	
Year 9	

## Science (Mrs T Beaumont)

Year 7	<p>Pupils study a broad range of topics in year 7 in order to prepare them for GCSE. Working scientifically is explicitly taught at the start of year 7, which equips pupils with the skills required to think like scientists with respect to carrying out experiments, analysing and interpreting data, and evaluating experimental methods. These skills are also interwoven into the course across the rest of the year.</p> <p>In Biology the topics covered are cells, the structure and function of body systems, and reproduction of plants and animals. Chemistry topics covered are particles and their behaviour, elements, atoms and compounds, reactions, and acids and alkalis. Physics topics consist of forces, sound, light and space.</p> <p>The KS3 course is supported by an online resource called “Activate”, which is accessed through the “Kerboodle “ website. All pupils receive a personal username and password which allows them access to the textbook as well as quizzes and online tests or quizzes that may be assigned by their teachers. This is also an invaluable revision tool which we feel will enhance the learning experience, making it more fun and accessible both in and out of school.</p>
Year 8	<p>Year 8 follows the same model as Year 7 science, although students are expected to take more of a lead in their own learning. Biology topics to discover in Year 8 include health and lifestyle, ecosystems and adaptation and inheritance. In Chemistry students will learn more about the periodic table, metals and acids, separation techniques in the laboratory and the Earth. Finally, in Physics students will explore ideas around electricity, energy, motion and pressure.</p> <p>The KS3 course is supported by an online resource called “Activate”, which is accessed through the “Kerboodle “ website. All pupils receive a personal username and password which allows them access to the textbook as well as quizzes and online tests or quizzes that may be assigned by their teachers. This is also an invaluable revision tool which we feel will enhance the learning experience, making it more fun and accessible both in and out of school.</p>
Year 9	<p>Year 9 in science is used as a bridging year between year 7-8 and GCSE study. Pupils will build upon some topics from year 7-8 and start to develop their knowledge towards GCSE level. Pupils will also continue to develop their fundamental scientific skills such as carrying out experiments, analysing and interpreting data, and evaluating experimental methods; these skills will continue to be interwoven throughout normal class teaching.</p> <p>Year 9 is similar to year 7 and year 8 in that pupils follow a rotation of topics covering biology, chemistry and physics. Biology topics covered in year 9 include: Cell Biology; Systems of the human body; Ecology. Chemistry topics covered in year 9 include: Atomic structure and the periodic table; Reactions of metals and reactions of acids; Earth’s Resources. Physics topics covered in year 9 include: Particle model of matter; Energy; Forces and motion.</p>

## Geography (Mr J Milton)

Year 7	<p><b>Topic 1 - What do we know about a place?</b> Students will be introduced to the main themes of geography - human, physical and environmental. This will be followed by a study of how representations of the world have changed through time - from the T and O map through to Google maps. The topic will then look at how places are represented through maps and how we can accurately locate these places. <i>Key Concepts: Place, Scale, Processes and Systems.</i></p> <p><b>Topic 2 - How do rivers shape our landscape?</b> Students will begin by looking at why rivers have held a central importance to the development of civilisations through time. This will be followed by looking at how water moves through a river and the work that a river does when it moves through the landscape. This work done by the river will then be used to investigate the landforms formed in different courses of the river. The topic will conclude by coming full circle to the central importance of rivers to humans, before finishing with ways that the destructive power of rivers can be reduced. <i>Key Concepts: Place, Risk, Processes and Systems.</i></p> <p><b>Topic 3 - Has globalisation brought us closer together?</b> Students will begin this topic by looking at the different worlds of work, such as farming, manufacturing and services, and how these have risen and fallen through time. This will then lead into a study of the global connections that have been forged between countries through time and how this has created 'winners', such as Vietnam, and 'losers', such as Eritrea. The topic will conclude by looking at one of the key driving forces of globalisation - the Transnational Corporation (TNC) and assess whether they are a force for good or not. <i>Key Concepts: Sustainability, Interdependence, Processes and Systems.</i></p> <p><b>Topic 4 - What happens where the land meets the sea?</b> Students will begin this topic by looking at the forces that shape and mould the coastlines present in the UK today. This will then be followed by a look at how these forces create distinctive landscapes in different parts of the UK, such as headlands and bays through to spits and bars. The unit will then conclude by looking at how the coastline of the UK can be protected and then assess whether protecting the coastline of the UK is something worthwhile or not. <i>Key Concepts: Place, Risk, Processes and Systems.</i></p> <p><b>Topic 5 - Was Malthus right?</b> Students will begin this topic by looking at the fundamentals of demography - births and deaths. This will allow us to examine the debates surrounding the fate of the global population that have been ongoing since the publication of 'An Essay on the Principles of Population' by Thomas Malthus at the end of the 18th Century and examine whether the global population is ultimately going to outstrip resource production and face a series of preventative checks to reduce it to a sustainable level (as argued by Thomas Malthus) or whether the global population will invent ways to keep with grim reaper from the door, as proposed by Esther Boserup. In order to answer this, we will look at contemporary pro and anti-natalist population policies and examine the latest thinking by the likes of Professor Danny Dorling (Mackiner Professor of Geography at Oxford University) and Professor Stephen Emmott (Head of Computational Science, Microsoft Research). <i>Key Concepts: Sustainability, Risk, Processes and Systems</i></p>
Year 8	<p><b>Topic 1 - What is weather and climate?</b> Students will begin this topic by looking at the difference between weather and climate and how they are measured. They will then begin an in-depth look at the fundamentals of weather - temperature and pressure that will culminate in students having an understanding of why there is a need to dress for every season when venturing outdoors in the UK. Students will then broaden their understanding of weather and climate by looking at the formation of an Atlantic Hurricane (something that will be more common in the coming years) before looking at how the distribution of global climates is dictated by the key drivers of</p>

the weather - temperature and pressure - before looking at how the global climate has changed in the past.

*Key Concepts: Place, Risk, Processes and Systems.*

### **Topic 2 - Development**

Students will begin this unit by looking at what is meant by development and how is it measured. We will then look at the reasons why different levels of development exist in the world today. After this students will look at how the development gap can be reduced and whether giving aid is the solution that it is made out to be. The unit will then explore alternatives to aid in reducing the development gap, such as reducing gender inequality, before finishing by looking at whether the gap is as big as we think it is.

*Key Concepts: Sustainability, Interdependence, Processes and Systems.*

### **Topic 3 - Is the 21st Century the Chinese century?**

Students will take an in-depth look at China in our first regional study. Through this unit we will tie together the different topics that have been studied so far - including weather and climate, population and development - and apply them to China. The unit will build to an exploration of China in the 21st Century by looking at its global intentions, through the likes of its investments in Africa and the Belt and Road Initiative. Looking at China as a whole, we will then assess whether the 21st Century is China's Century.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

### **Topic 4 - Earth systems and resources.**

Students will look at several systems that operate globally to regulate the Earth - the rock cycle, the water cycle and the carbon cycle. This will then lead in to a study of how these cycles have provided humans with different forms of energy, such as fossil fuels and geothermal energy, and assessing whether harnessing them brings more advantages or disadvantages. The unit will then conclude by looking at current debates surrounding energy use - the consumption of meat and palm oil and whether switching to alternatives would actually be better or not.

*Key Concepts: Sustainability, Interdependence, Processes and Systems.*

### **Topic 5 - Can the Democratic Republic of Congo escape its past?**

This unit is our second in-depth regional study and will again take in all topics studied so far to explore the Democratic Republic of Congo. The physical geography of the Democratic Republic of Congo, such as its climate and rivers' will be studied before we turn to look at the resources, such as rubber and rare earth elements available within its borders. This will then allow us to look at how the bountiful resources available in the Democratic Republic of Congo has been a 'resource curse' which has led to conflict, under-development and, more recently, the spread of disease. Through studying its past and present students will then assess whether the Democratic Republic of Congo can ever escape its past.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

Year 9

### **Topic 1 - How does ice change the world?**

Students will begin this unit by looking at how a glacier forms and how ice shapes the landscape. This will be followed by looking at how the processes that take place in a glacier create different landscapes that can be seen in the UK today. We will then look at how these landscapes can be identified on a map before looking at how these landscapes are used by humans. The unit will conclude with looking at assessing whether using glaciated landscapes, such as the Lake District, does more harm than good.

*Key Concepts: Place, Risk, Processes and Systems.*

### **Topic 2 - Is Russia a prisoner of its geography?**

In this unit students will look at the role of physical geography in Russia and how it plays a significant role in its actions - past, present and the future. Students will also look at the uneven spread of the population of Russia and the resources that Russia has available to assess whether Russia has been able to escape the prison of its physical geography or not.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

### **Topic 3 - Can you develop your way out of disasters?**

In this unit students will begin by studying the relatively short history of plate tectonics. Students will then look in-depth at the different plate boundaries that are created by the movement of the tectonic plates and how this creates specific hazards, such as earthquakes and different types of volcanoes. Students will then look at why people live in areas where hazards are present before looking at ways in which these hazards can be managed. A case study of countries at different levels of development will then be looked at to assess whether a country can ever develop its way out of disasters.

*Key Concepts: Interdependence, Risk, Processes and Systems.*

#### **Topic 4 - Why is Haiti the poorest country in the western hemisphere?**

In this unit students will begin by looking at the physical geography of Haiti before investigating why, despite being the first country to successfully gain independence through a slave revolt, it is the poorest country in the western hemisphere. To answer this, students will look at its history of development, its role in a globalised world and how it is home to several hazards, such as hurricanes and earthquakes, that contribute to its lack of development.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

#### **Topic 5 - What does the future hold?**

Students will look at the future in this unit. Through having studied earth systems and resources and past climate change students will be familiar with the natural variation present through time in the Earth's climate. However, humans are now changing the planet in a range of ways that will have significant bearing on the future. Students will look at why this era is being called the Anthropocene and look at whether our impact on the Earth can be reduced or not.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*



## History (Mr G Fullard)

Year 7	<p><b>Topic 1: How dark were the Dark Ages for Britain?</b> Students will be introduced to the broad sweep of KS3 history through examining the chronology of the topics we study. This is followed by an examination of the period from the collapse of the Roman Empire in Britain to the coming of the Normans. <i>Second Order Concepts: Chronology, Change and Continuity</i></p> <p><b>Topic 2: How did the Normans conquer England?</b> Students will look at the situation in England in 1065, the contenders for the throne and the events which led to the Battle of Hastings. Following this, the events of the battle will be studied and students will analyse why the Normans were successful. <i>Second Order Concepts: Historical evidence, interpretation, causation,</i></p> <p><b>Topic 3: What mattered to Medieval People in England?</b> Students will study life for people in Medieval England. They will assess the importance and impact of medieval religion and everyday life in medieval villages and towns. The Black Death will be studied to allow an understanding of what it was and its impact, which in turn will link to their investigation into the causes and consequences of the Peasants Revolt. <i>Second Order Concepts: Change and Continuity, Diversity</i></p> <p><b>Topic 4: Did People go on Crusade simply to win a place in heaven?</b> Students will look at the motivations behind the Crusades following Pope Urban II speech in 1095. They will also look at case studies of the Third Crusade and the Children’s Crusade as well as the long term impact of the Crusade <i>Second Order Concepts: Causation, Diversity</i></p> <p><b>Topic 5: How and why did health improve in Britain between 43Ad and 1900?</b> Through looking at the topic of changes to Public Health across a broad sweep of history, students will be able to see clearly elements of change and continuity as we shifted from the Public Baths of the Romans to the filth and squalor of the Industrial period. <i>Second Order Concepts: Change and Continuity</i></p> <p><b>Topic 6: Did the modern world begin in the period 1450 – 1550?</b> The focus is primarily on the War of the Roses but will also address the fact that this period witnessed the Renaissance and spread of knowledge as well as the beginnings of Empire and expansion. <i>Second Order Concepts: Interpretations, diversity, chronological understanding.</i></p>
Year 8	<p><b>Topic 1 – How far was Elizabethan England a golden Age?</b> This unit will provide an overview of the Tudor monarchs before focusing on life under Elizabeth I, looking at the threats she faced from abroad and at home as well as the social and cultural life of England in the 16th Century. <i>Second Order Concepts: Interpretations, diversity, chronological understanding</i></p> <p><b>Topic 2 – ‘When was Northumbria most significant?</b> Students will have the opportunity to look at the rich history of the area in which they live. Based on the recent historical work by Dan Jackson, we will examine how the local character was formed and when the area was most significant, whether this was the golden age enjoyed in the period before the Vikings or the later industrial and military might of more recent times. <i>Second Order Concepts: Significance, change and continuity.</i></p> <p><b>Topic 3 –Why was England’s World turned upside down in the 17th Century?</b> Students will look at the period of the English Civil War. How did the conflict arise and the legacy left within the country as, for the first time, a prominent European country threw off absolutism and parliament, temporarily became sovereign. <i>Second Order Concepts: Causation</i></p>

	<p><b>Topic 4: What made witches so spellbinding in Stuart England?</b>  The unit examines the reasons behind people’s fear of witchcraft in this period. How far was this driven by religious mania, money or misogyny? In doing this, we will look at the role of figures such as Matthew Hopkins the Witchfinder General and James I  <i>Second Order Concepts: Interpretations</i></p> <p><b>Topic 5: How did Britain’s sweet tooth help explain the slave trade?</b>  This unit will look at the causes of the Triangular Slave Trade in which Britain became the dominant force. It will also look at the impact of the Slave Trade and why it was eventually abolished. In addition to looking at the role of the abolitionists such as Wilberforce it will also examine the role of black people in fighting for their own freedom.  <i>Second Order Concepts: Causation, diversity</i></p> <p><b>Topic 6: Did everyone experience the French Revolution in the same way?</b>  In this sequence of learning, we will examine one of the two revolutions that shaped the modern world. We will look at the causes of the French Revolution, how it became synonymous with terror and how Britain viewed it at the time.  <i>Second Order Concepts: Causation, interpretations</i></p>
Year 9	<p><b>Topic 1: Rule Britannia. How did the British Empire come to dominate the world?</b>  Students will look at the growth of the British Empire with case studies on India and Africa. We will examine the impact the Empire had on India before weighing up the degree to which this was a positive experience examining things such as the introduction of the railways against the brutal suppression of the Indian ‘mutiny’ and the Amritsar massacre. The scheme will then look at the battle of Rorke’s Drift fought against the Zulus and how interpretations of this event have changed over time .  <i>Second Order Concepts: Interpretations, causation, diversity</i></p> <p><b>Topic 2: Who should we credit for the growth of British Democracy?</b>  In this unit, students will be taught about the emergence of British democracy over the course of the 19th Century. In particular we will focus on the Peterloo massacre of 1819, the 1832 Reform Act and rise of Chartism before examining the fight for female suffrage.  <i>Second Order Concepts: Change and continuity, causation</i></p> <p><b>Topic 3: Lions led by donkeys’: Is this an accurate portrayal of the British Army in WW1?</b>  In this unit, we will focus on the causes of the Great War as well as the experience of British soldiers fighting on the Western Front. In particular we will examine the role played by Field Marshal Haig and the degree to which he should be remembered as the ‘Butcher of the Somme’  <i>Second Order Concepts: Causation, interpretations</i></p> <p><b>Topic 4: Why did the World go to war again in 1939?</b>  This unit will focus on two key questions, firstly why the war broke out and secondly why turning point was key in determining the outcome. For the former we will look at the legacy of WW1 and the Versailles Peace Treaty, the Wall Street Crash, the rise of Hitler and the role played by appeasement. With the turning points, students will weigh up the relative importance of the Battle of Britain, Stalingrad, D-day and the dropping of the Atomic Bomb.  <i>Second Order Concepts: Causation</i></p> <p><b>Topic 5: How did anti-semitism develop into genocide?</b>  Students will look at the long history of anti-semitism and its roots in religion and racial theory. We will focus particularly on Germany and how a cultured country was able to perpetrate the horrors of the Final Solution. This will examine, early Nazi policy, Kristellnacht, ghettos and the development of the Death Camps.  <i>Second Order Concepts: Significance</i></p> <p><b>Topic 6: How did America define the latter half of the 20th Century?</b></p>

In this unit, we will look at the influence of American politics and culture against the backdrop of the Cold War. In particular how youth culture developed and changed the face of modern Britain with the advent of rock and roll, mods versus rockers, the Beatles and later Ska music.

*Second Order Concepts: Change and Continuity, significance.*

Year 7	<p><b>Module 1 - Ultimate Questions</b> Students will look at the nature of ultimate questions and consider why humans ask them. They will study and evaluate religious and secular answers to key ultimate questions including ‘how did the world begin?’ and ‘what happens when we die?’, analysing the evidence and reflecting personally to these key questions. Key Content: Christian, Hindu and Pan Ku creation stories; the Big Bang; Heaven/Hell, Paradise/Hell, reincarnation, rebirth; Humanist beliefs; evidence for afterlife in the secular world <i>Key Skills: Enquiry, prediction, comparing/contrasting, critical analysis, evaluation.</i></p> <p><b>Module 2 – East and West</b> Students will study key religious beliefs and practices of the six main world religions. They will then focus in depth on Buddhism and Islam, comparing and contrasting the beginnings, beliefs and practices. This will give students the opportunity to reflect on how these religions adapt to the modern day and the difficulties presented for believers. Key Content: Origins and key beliefs of the Christianity, Judaism, Islam, Buddhism, Hinduism, Sikhism. Islam - The importance of Muhammad, the five pillars of Islam, Allah, the Qur’an, Islamophobia and Islamist extremism. Buddhism – the importance of Siddhartha Gautama, the four noble truths, the eightfold path, the five precepts, Buddhism in the modern Western world. <i>Key Skills: Enquiry, comparing/contrasting, critical analysis, evaluation, empathy, interpretation.</i></p> <p><b>Module 3 – Judaism</b> Students will study the beginnings of this religion, learning about the patriarchs of traditional Judaism and investigating how Judaism has adapted through time. Students will identify links between modern Jewish practices and Old Testament Judaism, assessing how Judaism is followed differently and the difficulties presented for believers. Key Content: Abraham and monotheism, Isaac, Moses, Passover, Sabbath, 10 commandments, Torah, Kosher clothing, Kosher food, gender roles, anti-Semitism <i>Key Skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i></p>
Year 8	<p><b>Module 1 – Morality</b> Students will investigate what morality is and differing influences on individual morality. Students will focus primarily on moral issues around treatment of the environment, treatment of animals and attitudes towards poverty. They will learn to interpret and apply religious teachings to these moral issues; assess how modern believers try to follow their religion in challenging situations and the difficulties presented for believers. Key Content: What is meant by morality, relative and absolute morality, modern environmental issues, Christian/Hindu/Buddhist religious teachings and beliefs about the environment, animal rights, war and conflict, Christian/Hindu/Buddhist religious teachings and beliefs about war and conflict. <i>Key Skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i></p> <p><b>Module 2 – Jesus: Messiah or Ordinary Man?</b> Students will investigate the evidence surrounding the person of Jesus of Nazareth, analysing different beliefs about Jesus, assessing the strengths and weaknesses with the evidence and ultimately concluding whether the evidence points towards Jesus as Messiah or the possibility that he was a false Messiah. They will learn to interpret and critically evaluate religious accounts, use sources and arguments to explain different views and judge how influence and history has impacted religious beliefs. Key Content: Religious beliefs about Jesus, Jewish Messianic expectations, Historical evidence for Jesus, Jesus’ birth stories, Gospel representations of Jesus, the synoptic problem, Jesus’ Childhood and the Historical influences of Sepphoris, Jesus’ miracles, Holy Week, Jesus’ death and resurrection. <i>Key Skills: Enquiry, interpretation, comparing/contrasting, textual analysis, critical evaluation.</i></p> <p><b>Module 3 – Is Religion still relevant?</b></p>

	<p>Students will be investigating religiosity around the world, analysing statistics about atheism and religious beliefs considering whether the population is becoming more or less religious. Students will analyse the benefits and problems that religion brings to our world and ultimately evaluate whether religion is still relevant in our modern society today.</p> <p>Key Content: The rise of atheism and agnosticism, key scientific discoveries, religious experiences, miracles, conversion experiences, religious conflict, religious extremism, religion as a source of inspiration, religion as a source of good, religious charities, secular charities, religious communities and religion providing belonging.</p> <p><i>Key Skills: Enquiry, statistical analysis, interpretation, evaluation.</i></p>
Year 9	<p><b>Module 1 - The Nature of God</b></p> <p>Students will investigate the ethical and philosophical beliefs about God, focusing on the Christian narrative and the impact that it has on life for Christians in the 21st century. They will also look at the challenges surrounding the nature of God</p> <p>Key content: Denominations, religious Identity and descriptions of God, The Trinity, Creation and the Incarnation.</p> <p>Key Skills - Enquiry, Scriptural Analysis, Interpretation, Evaluation</p> <p><b>Module 2 - The Life of Jesus</b></p> <p>Students look at the life and teaching of Jesus; they will focus on the Christian narrative through scripture and the impact that Jesus has on the world today. They will compare and contrast scripture.</p> <p>Key Content: The birth narratives, the teachings of Jesus, Holy week, Crucifixion and Resurrection.</p> <p>Key Skills - Enquiry, Scriptural Analysis, Interpretation, Evaluation</p> <p><b>Module 3 - Salvation</b></p> <p>Students consider the concepts of sin and salvation, death and the afterlife. They focus on Christian beliefs and a contrast with the ideas of those who have no religious beliefs.</p> <p>Key content: Sin, Salvation, Atonement, Judgement.</p> <p>Key skills - Enquiry, Scriptural Analysis, Interpretation, Evaluation.</p>

Parents have the right to withdraw their children from Religious Education lessons and should speak to their child's Pastoral Leader about this in the first instance.

## **Modern Foreign Languages (French or German) (Mrs L Richardson)**

- Our aim for MFL teaching at KS3 is to promote communication and literacy by equipping students with a strong command of the written and spoken word, and to develop an appreciation of French and German culture, including literature, cinema and music.
- In year 7, all students have the opportunity to study French or German and will continue studying that language into year 8 and year 9. Students study the structural aspects of a MFL with a particular focus on widening their vocabulary using websites such as Memrise and Quizlet to aid consolidation. Students also develop their linguistic competence as readers, writers, speakers and listeners of MFL and also explore broader social, cultural and historical aspects of the language studied.
- Students will develop their knowledge and understanding of grammar through studying a variety of tenses as well as complex structures and idiomatic language allowing them to give justified opinions and take part in discussions about wider issues in the target language countries. Students will also learn how to use accurate pronunciation through the use of phonics which in turn improves intonation and fluency.
- Students also develop their linguistic competence by listening to the spoken language, transcribing words and sentences, developing conversational skills, expressing ideas in speech and writing and comprehending texts and speech through listening and reading. Students develop both passive and active skills through a range of activities developed to increase their confidence and fluency.
- The MFL Faculty aims to ensure that all students develop their writing, reading, speaking and listening skills and have access to a range of authentic sources including literature and film from French and German speaking countries. The culture of French and German speaking countries is widely explored as part of the curriculum.
- In Key Stage 3 MFL lessons, students increase their understanding of vocabulary and grammatical structures through the following topics: Greetings and personal details, Family and pets, Food and drink, Home, School, Town, Lifestyle and fashion, Holidays, Sports and Free time activities, Music and technology, Life as a teenager, Health, Future jobs and festivals. Students also access French and German films as part of our curriculum including 'Das Wunder von Bern' and 'Ballon' in German and 'Les Choristes', 'Le Petit Nicolas' and 'Neuilly Sa Mère' in French.
- Throughout KS3 there are opportunities for enrichment. In year 7 students can choose to take part in an MFL spelling bee to test their foreign alphabet and vocabulary skills. In Year 8 students have the opportunity to become French or German language leaders. The successful students will be responsible for planning and delivering language lessons to younger students as well as promoting languages around school, taking part in our language cafés, open evenings and cultural events. In year 9, to build on skills gained during the spelling bee, students will be able to take part in a MFL translation bee competition.

## **Drama (Mrs Cowen)**

Year 7	<p><b>Topic 1: Introduction to drama</b> Pupils will begin with an introduction to basic skills in drama. They will experiment with mime, movement, characterisation and role play. They will participate in a range of group activities to support confidence building with their peers and on stage.</p> <p><b>Topic 2: Social Media</b> Pupils will be introduced to devising from a range of given stimuli, focusing on the use of social media. They will learn how to use a range of dramatic devices such as tableaux, choral speech and soundscapes.</p> <p><b>Topic 3: Physical Theatre</b> Pupils will learn how to tell a story and express emotion using their bodies. They will be introduced to experimenting with non-naturalistic theatre.</p>
Year 8	<p><b>Topic 1: Interpreting a script</b> Pupils will be given the tools to interpret a range of scripts with imagination and confidence. They will learn how to experiment with their use of voice to portray a range of characters in a range of contrasting situations.</p> <p><b>Topic 2: Genre</b> Pupils will be introduced to a range of contrasting genres such as Slapstick, Musical Theatre, Morality Plays, Greek Theatre, Soap Opera and Theatre in Education. They will devise work in each given style.</p> <p><b>Topic 3: Devising</b> Pupils will develop their skills in devising by responding to a range of stimuli ranging from poems to pictures. They will experiment and deepen their understanding of a range of dramatic devices.</p>
Year 9	<p><b>Topic 1: Improvisation and status</b> Pupils will be introduced to spontaneous and polished improvisation. They will also experiment with status in performance through their improvisations.</p> <p><b>Topic 2: Introduction to a practitioner - Berkoff</b> Pupils will be introduced to the Key Stage 4 drama curriculum by experimenting with a range of Berkovian techniques. They will apply their findings and exploration to a scripted extract from John Godber.</p> <p><b>Topic 3: Introduction to a practitioner – Artaud</b> Pupils will explore surrealism in drama through the exploration of Antonin Artaud and his theories. They will devise in his given style and experiment with his techniques using a range of stimuli.</p>

## Computing (Mr A Lee)

At KS3, pupils are taught the fundamental principles and concepts of computer science and are taught to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. They are taught to become responsible, competent, confident and creative users of information and communication technology. Where students are designing and creating programs or presentations, they follow the system life cycle.

Year 7	<p><b>Communication</b> – acceptable user policies, e-safety, communicating online (VLE, email), collaboration (Google docs), Create a shared Google Slideshow which will be presented to the class.</p> <p><b>Spreadsheet Modelling</b> – This is a practical, skills-based unit covering the principles of creating and formatting basic spreadsheets to produce and use simple computer models. It is suitable for pupils who have a basic knowledge of spreadsheets including cell references, simple formulae and formatting, although these topics are revised in the first lesson, making it also suitable for pupils new to spreadsheets. The unit is centred around creating a financial model for a TV show. Pupils start by looking at different types of model and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers’ voting. The model is then extended to include sales from merchandising, with the introduction of “what if” scenarios. Finally, the pupils create a seating plan, book seats and calculate income from seat sales. Spreadsheet features covered include SUM, MAX, IF and COUNTIF functions, cell naming for absolute referencing, conditional formatting, validation, charting and simple macros.</p> <p><b>Programming in Small Basic</b>– In this unit pupils are introduced to the Small Basic programming environment and begin with the basic concepts of programming. This unit is aimed at giving the pupils the foundation knowledge and confidence to be able to complete their own programs.</p> <p><b>Using Computers Safely and Effectively</b> – In this unit the pupils will explore E-Safety, Social Media, File management and searching the web. The knowledge they will learn from this unit will keep them safe online and help them to use a computer efficiently.</p> <p><b>Apprentice Business Challenge</b> – This is a cross curricular unit where we have worked with our Business teachers to design a task to allow pupils to understand a brief, conduct research and then produce a design based on the original objectives of the brief. We use multiple different types of software in this unit to get the desired outcome of the task.</p>
Year 8	<p><b>Computer Crime and Cyber Security</b>- This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” and identity theft are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed.</p> <p><b>Understanding Computers</b>- This is a theoretical unit covering the basic principles of computer architecture and use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change.</p> <p><b>Introduction to Python</b> – Python is a powerful but easy-to-use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils’ final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.</p>



	<p><b>Networks</b> – In this unit we take the pupils through how computers communicate from small personal networks to the largest in the world. We unravel the complex language to give pupils a better understanding of how networks function throughout the world.</p>
Year 9	<p><b>Spreadsheets</b> – This unit is aimed at getting pupils prepared for part of the BTEC IT qualification they may take in year 10. The unit is aimed at building on what they learn in Year 7 to further their skill set in Microsoft Excel. They will cover advanced formulae, pivot tables, charts, filters, conditional formatting and various functions.</p>

## Art (Mrs M Johnstone)

Year 7	<p><b>Term 1: Christmas Arts and Crafts.</b> Pupils will learn about the Formal Elements of Art and how to use the creative process. Inspired by the artists Julie Evans and Liz Padgham- Major, pupils will create Christmas cards and crafts which can be purchased by parents. They will explore and experiment techniques including colour mixing, collage, textiles and ceramics. Pupils will learn the importance of refining their work and will use specialist art vocabulary to reflect on the creative process they have taken.</p> <p><b>Term 2: The Formal Elements.</b> Pupils will study the Formal Elements and Visual Language used by artists including MC Escher, Albrecht Durer, Henry Moore, Wassily Kandinsky and Orla Kiely. They will analyse artist's work and present experimental studies in their sketchbooks, using relevant presentation techniques. Pupils will develop skills in using specialist art vocabulary to analyse the work of artists.</p> <p><b>Term 3: A Memorable event.</b> Visual Language and Formal Elements. Pupils will analyse Robert Delaunay's Homage to Bleriot, study the visual language he uses to communicate messages and meaning and present their research in a creative way. They will develop literacy skills by writing a short story of a personal memorable event and will explore and experiment using drawing and painting techniques, including colour theory and composition. Pupils will gain a deeper understanding of the creative process through the development of a watercolour painting depicting a personal and memorable event. Pupils will learn the importance of refining their work and will use specialist art vocabulary to reflect on the creative process they have taken.</p>
Year 8	<p><b>Term 1: Impressionist Landscapes</b> Pupils will learn the key characteristics of Impressionism and will present their research in a creative way. They will study key artists, context and the techniques that they used to create their work. Pupils will develop their knowledge of colour theory and will experiment using specific mark making techniques including pointillism. Pupils will learn about aerial perspective/atmospheric perspective, using this to inform their own painting of an impressionist view from a window. Pupils will refine and annotate their work, using specialist art vocabulary, reflecting on the creative process they have taken.</p> <p><b>Term 2: Expressionist Portraits</b> Pupils will continue to learn about the formal elements of Art and will develop a deeper understanding of Visual Language by studying the key characteristics, influences and techniques of Expressionism. In response to studying artists Kathe Kollwitz, Josef Herman and Frank Miller, pupils will use faces and facial expressions as a starting point to explore how different poses, angles, light and shadow can be used to capture a likeness but also on a deeper level, they will explore how a range of materials including charcoal, chalk, pastel, ink and pencil can be used to convey personality, emotions or a story.</p> <p><b>Term 3: Cubism.</b> Pupils will continue to learn about the formal elements of Art and will develop a deeper understanding of an artist's use of Visual Language by studying the key characteristics of Cubism. They will consider how visual language can be used to communicate messages and meaning and by developing their own work connected to a specific message or intention.</p>
Year 9	<p><b>Term 1: Sweet tooth</b> Pupils will study artists Wayne Thiebaud and Sarah Graham to gain an understanding of how artists use visual language to communicate messages and meaning in their work. They will learn about colour theory and composition and will develop personal responses using painting, drawing and photography and will present experimental studies and research in a creative way in their sketchbooks. Pupils will continuously refine their work, reflecting on the creative process they have taken and use a specialist art vocabulary.</p>

**Term 2: Autobiography**

Pupils will explore how everyday objects can be used to symbolise or reflect their individuality. They will analyse the work of Michael Craig Martin and Priscilla Jones, presenting a brief analysis of artists studied. Pupils will create observational drawings of everyday objects, developing these using 3D construction methods including wire and tissue paper sculpture and textiles techniques including screen printing and hand embellishment to create an informed personal response.

**Term 3: Words that inspire us**

Pupils will learn the key characteristics of calligraphy, design their own initials and words and communicate their ideas and feelings through the use of words. They will develop an understanding of the elements of graphic design through studying the Illuminated letters and Celtic art of the Lindisfarne gospels. As a contemporary contrast, pupils will study the Islamic art of artist Razwan Ul Haq and will present their research in a creative way in their sketchbooks. Pupils will learn the importance of refining their work and will use specialist art vocabulary to reflect on the creative process they have taken.

## **Technology (Mr A Lee)**

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the hands-on process of designing and making.

Year 7	During Year 7, design and make products are based on the following contexts: <ul style="list-style-type: none"><li>● Core design and make principles</li><li>● Hygiene and Healthy Eating</li></ul>
Year 8	During Year 8, design and make products are based on the following contexts: <ul style="list-style-type: none"><li>● Designer Influences</li><li>● Cultural Influences</li><li>● Nutrition and Recipe Adaptation</li></ul>
Year 9	During Year 9, design and make products are based on the following contexts: <ul style="list-style-type: none"><li>● Investigation and manufacturing</li><li>● Design, Evaluate and Make</li><li>● Nutrition and Proteins</li></ul>

When designing and making, students are taught to:

### **Research & Design**

- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Understand and apply the principles of nutrition and health
- Understand the source, seasonality and characteristics of a broad range of ingredients.
- Identify and solve their own design problems
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

### **Make**

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

### **Evaluate**

- Analyse the work of past and present professionals and others to develop and broaden their understanding
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

### **Technical Knowledge**

- Understand and use a wide range of materials, equipment & processes
- Understand and use digital resources & specialist equipment

## Music (Mr J Szunko)

Year 7	<p><b>Topic 1: Ode to Joy</b> Pupils will learn how to read music notation and transform this knowledge into a performance. They will be introduced to the keyboard and learn the basic skills they need to become the next Beethoven!</p> <p><b>Topic 2: Black Note March</b> Pupils will develop their skills of reading music notation and start exploring the topic of “accidentals”. They will be introduced to key elements of music and use this to analyse music and develop their own performance.</p> <p><b>Topic 3: Spyro the Dragon</b> Pupils will explore the main principles behind melody and harmony and use this information to compose their own music, to be used as an underscore for a popular computer game.</p> <p><b>Topic 4: Rock Band</b> Pupils will learn how to read different types of notation and how to play the guitar and drum kit. They will have the opportunity to form their own rock band and learn how to perform as a member of an ensemble.</p> <p><b>Topic 5: Changing Places</b> Pupils will continue to develop and refine their skills of reading music notation accurately and to refine and improve their performance skills.</p> <p><b>Topic 6: 7 Years</b> Pupils will study chords are and how they can be used to develop a harmony. They will also be given the opportunity to read and perform from music using an instrument option of their choice, selecting from the guitar, drum kit or keyboard.</p>
Year 8	<p><b>Topic 1: African Drumming</b> Pupils will explore music from a different culture, learn how to develop their rhythmic skills and how to create an ensemble performance using lots of different textures.</p> <p><b>Topic 2: Hooks &amp; Riffs</b> Pupils will develop their skills at reading music notation and be introduced to the bass clef. They will learn about the structure of pop songs and given a choice of songs to read and perform on a choice of instrument, selecting from either the guitar or keyboard.</p> <p><b>Topic 3: Assassins’ Creed</b> Pupils will study the way that music can be composed using repeating patterns from Pachelbel’s Canon to modern music for computer games. They will then use knowledge gained to compose their own piece of music.</p> <p><b>Topic 4: Music from India</b> Pupils will explore how music is approached outside of the Western Classical tradition. They will be given the opportunity to work together in groups, to produce a group performance that it is inspired by the key components of music from India.</p> <p><b>Topic 5: The Blues</b> Pupils will explore the origin of “The Blues” and how it informed modern music as we know it today. They will discuss the social context behind this genre of music and how it can link to issues that affect us today, such as “Black Lives Matter”. Pupils will then perform their own Blues performance.</p> <p><b>Topic 6: Music for Memes</b></p>

	<p>Pupils will be given the opportunity to consolidate everything that they have learnt so far to compose their own music, inspired by popular memes. They will investigate ways to accurately notate their musical ideas.</p>
Year 9	<p><b>Topic 1: Music for Stage</b> Pupils will be introduced to Key Stage 4 music content and learn about scales and tonality. They will use this knowledge to compose a piece of music to accompany the opening scene of Macbeth.</p> <p><b>Topic 2: Reggae</b> Pupils will investigate the origins and contextual information behind Reggae music. They will learn how to build chords from intervals, how to read time signatures and will develop and create a stylish performance of “Three Little Birds”.</p> <p><b>Topic 3: The Baroque Concerto</b> Pupils will learn about major scales and their links to key signatures. They will explore Baroque music and how to use this information to create a stylish and historically accurate version of Pachelbel’s Canon.</p>

## **PE (Miss F Beedle)**

All students at Key Stage 3 are taught four hours of Physical Education per fortnight. The curriculum allows students to follow a broad and balanced PE programme in years 7 and 8. Here pupils will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, basketball, cricket, football, hockey, rugby, tennis).
- Develop their technique and improve their performance in competitive sports (for example, athletics and gymnastics)
- Perform dances using advanced dance techniques in a range of dance styles and forms (for example, contemporary, jazz and street dance)
- Develop their knowledge and understanding of health and fitness (plan and carry out a training programme).
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities during and after school through community links or sports clubs.

In year 9 pupils will follow a more bespoke pathway in preparation for their Key Stage 4 curriculum (GCSE PE, BTEC Sport, BTEC Dance, Sports Leadership Level 2 and Core PE). Lessons will remain strongly focussed on practical skills with pupils guided towards the option which best suits their skill set.

- In GCSE PE and BTEC Sport pupils will be taught how to apply skills in pressure situations (individual and team based activities).
- In BTEC Dance pupils will be taught more complex patterns of movement.
- In Sports Leadership pupils will be taught how to give and receive feedback where they actively seek opportunities to lead a group (for example primary cluster events).
- In Core PE pupils will continue to improve their physical competence in a range of activity areas (for example badminton, table tennis, football).

## **Tutorial**

Across Years 7, 8 and 9 students spend 20 minutes a day with their pastoral tutor. This time is used to develop key literacy and numeracy skills as well as on PSHE and Citizenship education. In addition to the main programme of activities a small number of students are withdrawn for targeted literacy and numeracy intervention.

Literacy	<p><b>SPELLING, PUNCTUATION AND GRAMMAR</b> Pupils receive short, sharp bursts of spelling, punctuation and grammar practice every week to improve writing skills across all subjects. In addition to this, they are given opportunities to practise, refine and improve skills in vocabulary building, reading ,writing and speaking and listening:</p> <p><b>VOCABULARY</b> Mastering subject-specific vocabulary is essential for success across the curriculum – the ability to understand and use specialist terminology in the right contexts. This will include understanding the origins of words by analysing roots, using prefixes and suffixes, and spotting patterns of meaning. In addition, using more challenging and sophisticated vocabulary and mastering a range of synonyms can add more power, variety and shades of meaning to pupils’ writing.</p> <p><b>READING</b> There are two strands here: 1. Reading for meaning and understanding and 2. Reading for pleasure. This will include a range of reading materials – both fiction and non-fiction and can include material that pupils discover for themselves. Pupils should be able to identify the purpose, audience and context of a piece of writing. They should also be able to understand how a writer has achieved particular effects in their writing by identifying features and be able to use them effectively and appropriately in their own writing.</p> <p><b>WRITING</b> Pupils will be given opportunities to practise writing for a range of purposes, audiences and contexts, using the technical VSPAG (vocabulary, spelling, punctuation and grammar) skills they have been mastering.</p> <p><b>SPEAKING AND LISTENING</b> Pupils will be encouraged to contribute to class, group and paired discussions – offering their opinions about a range of topics, often linked to news, current affairs and citizenship.</p> <p>Tasks are specifically differentiated to each year group, focussing on specific technical skills that increase in complexity as the year progresses.</p> <p>Half-termly reviews will help to identify areas of weakness that will be fed back to English teachers.</p>
Numeracy	Pupils will revisit basic calculations and numerical concepts on a weekly basis. The programme is designed to ensure that pupils maintain their fluency and efficiency with the fundamental building blocks of mathematics.
Citizenship	<p>In Citizenship, we study a range of social, global and local issues along with helping young people to have good physical, mental and emotional health, and tolerance of others. Topical world events and issues that have an impact on students will also be addressed as they arise. The students cover a range of different themes that all relate to health and wellbeing, living in the wider world and relationships. The topics are delivered through our tutor time programme and drop-down days over the school year and include topics such as:</p> <p><b>Year 7</b> Coping with transitions, charity, mental health, physical health, sleep, diet, first aid, social anxiety, bullying and cyberbullying, diversity, LGBT, puberty, alcohol, smoking and body image, prejudice, careers, five ways to wellbeing. All topics are embedded with an understanding of British values and tolerance of others’ views and beliefs as well as an understanding of what the law says. A celebration</p>



	<p>of different events throughout the year such as International Women's Day, Holocaust memorial day and raising awareness through Mental Health Awareness Week and Diversity Week.</p> <p><b>Year 8</b> Managing change, on screen relationships, impact of social media, managing challenging content, healthy relationships, impact of sharing personal information, being healthy, relationship abuse, consent, sharing sexual images, self harm and eating disorders, developing coping strategies, careers, prejudice and diversity. All topics are embedded with an understanding of British values and tolerance of others' views and beliefs as well as an understanding of what the law says. A celebration of different events throughout the year such as International Women's Day, Holocaust Memorial Day and raising awareness through Mental Health Awareness Week and Diversity Week.</p> <p><b>Year 9</b> Positive relationships, sleep, motivation and wellbeing, identifying individual values, sexual orientation and gender identity, eating disorders, online stress, impact of social media, respect, integrity, courage, compassion, diversity, resilience, mental health management, careers, prejudice and diversity. All topics are embedded with an understanding of British values and tolerance of others' views and beliefs as well as an understanding of what the law says. A celebration of different events throughout the year such as International Women's Day, Holocaust memorial day and raising awareness through Mental Health week and Diversity Week.</p>
Mentoring	Academic mentoring is part of the whole school improvement process. Form tutors will encourage pupils to take a lead on their own academic achievement by identifying where they need to develop in line with the four keys of the school improvement plan. Tutors will have a mentoring and attendance meetings with pupils as part of the tutor time activities. Pupils will have the opportunity to set personalised targets with their subject teachers.
Assembly	Assemblies are weekly and will cover a wide range of topics including safeguarding, PSHE, Citizenship, British Values. Assemblies will also encourage pupils to think about the wider world, encouraging them to be the best that they can be. Parents have the right to request their child's removal from collective worship and should contact their Child's Pastoral Leader to request this.

For further information, please contact:

Mr P Wheatley

Deputy Headteacher: Curriculum and Progress.

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